

Hillside Primary School



Minutes of Full Local Governing Body Meeting

Thursday 24 November 2016 @ 5.00 pm

Present:	Governor Type	Initials
Bob Dool	Trust (Chair)	BD
Lee Abbott	Headteacher	LA
Simona Bucur	Parent	SB
Ben Connor	Staff	BC
Cara Gunson	Staff	CG
Rick Hanson	Trust	RH
Stephen Walker	Trust	SW
Apologies:		
Paul Grange	Trust	
Sarah Dadds	Trust	
In Attendance:		
Liz Talbot	Clerk	LT
Sarah Pettit	School Business Manager	SP
Carrie Warnekey	Assistant Headteacher (Parental engagement)	CW

Agenda Item	Discussion	Action
1. Welcome from the Chair/Apologies		
	<p>Members acknowledged that apologies for absence had been received from Sarah Dadds and Paul Grange. No apologies for absence were received from Marcel Roman or Katy Morrow.</p> <p>All attendees introduced themselves for the benefit of new members. BD stated that he was really looking forward to working with all members and was keen to help improve aspirations, contribute to the overall development of the school and in particular play a part in improving opportunities and levels of achievement and progress for all the children. BD acknowledged that the pupil's educational experience at this school will follow them through their lives and it was important to provide the right learning experiences at this early stage.</p>	

<p>2. Minutes of previous meeting & Matters arising</p>	
<p>Before reviewing the matters arising, BD acknowledged that changes in Chair and Clerk will have had an effect on why some actions have not been addressed yet. There were no matters arising other than the following outstanding action points:</p> <p>Item 3 Membership - Pen Portrait – It was acknowledged that these are nearly all complete now. BD asked LT to refer to the school website and contact Members to submit their outstanding pen portraits by the end of the year.</p> <p>Item 6 SMSC Update - It was agreed this will be an item at the next meeting. SD will be consulting parents and governors in the meantime. SD to provide update at next LGB meeting. Add to Agenda.</p> <p>Item 4 - GLM Quality Mark - Governor roles and responsibilities to be clarified by BD under Agenda item 4 of this meeting and the Action plan to be covered by RH under Agenda item 5 of this meeting.</p> <p>Item 5 - Roles and Responsibilities - Safeguarding training undertaken by KM and Training record devised and stored for LGB? BD asked LT to check progress on both of these as soon as possible.</p> <p>Item 7 - LGB Papers & review of policies - It was agreed that all policies listed had been updated.</p> <p>Item 11 - Date of next meetings - To be fully discussed later in this meeting.</p> <p>The minutes from the meeting held on 4th October 2016 were approved as a true and accurate record of that meeting.</p>	<p>LT</p> <p>SD/LT</p> <p>LT</p>
<p>3. Declarations of Pecuniary Interest</p>	
<p>There were no declarations of pecuniary interest relevant to items on this agenda.</p> <p>New Declarations of Interest forms were completed by BD, LT and SB and passed to SP.</p>	
<p>4. LGB: Roles, Responsibilities and Structure/ Conduct of Business</p>	
<p>BD stated that following discussions with most members on a 1:1 basis, it was clear there was a need to clarify the joint understanding of the roles and responsibilities of the LGB to ensure that as a team we play an effective part in making a difference to the pupils and the wider community. This is a relatively small Governing Body and it therefore needs the commitment of everyone around the table with members attending meetings, undertaking visits and playing their part in the governance of the school.</p> <p>BD stated that challenge by Governors was an essential element of the role and all members need to know the school or get to know the school. They should feel free to put forward ideas and challenge and support each other. Members must be able</p>	

to commit their time to full LGB meetings and some sub-committee meetings. **BD** highlighted that if attendance was a problem, the board would need to think about how to reshape membership to ensure we are able to undertake all our responsibilities.

BD wished all members to feel able to contact him either by phone, email or in person.

BD asked **LT** to circulate his contact details to all Members.

BD clarified that the Board's role is about governance not leadership and management, which is **LA** and his senior team's role. The Board must remain strategic not operational and in collaboration with senior leaders and others, set and monitor the strategic direction.

BD referred to the LGB Roles & Responsibilities document he had produced and advised that the documents referred to in Sections 2-4 are key documents which all members need to have read, considered and understood. All members need to have a good base knowledge of their role and as a group we need to be satisfied that we have the right mix of members with the range of skills and experience required.

Section 5 demonstrated what a good governing body looks like, with Section 6 shows how the Board can complement **LA** in his role. **BD** stated that talking, listening and challenging are the right things to do and we need to have the ability to form our own analysis of the strengths of the school. Section 7 gives examples of questions to ask and ways to challenge. Members must be investigative, asking why/how etc. and requiring evidence. There is no such thing as a silly question and hopefully as a group, we will work in an open and honest manner where involvement and participation is actively encouraged. **BD** added that there is also a high expectation from Government in terms of the role of Governors and the difference they can make.

BD circulated a document titled "Requires Improvement to Outstanding by July 2018". A journey the school intends to make over the coming 5 terms. He stated that, in his opinion, this document, drawn from various school documents, demonstrated the strengths and challenges the school faced. However, as a LGB we need to analyse and understand this position and seek evidence to substantiate this position. **BD** asked members for any comments.

Governors agreed with **BD**'s summary and added that:-

- The membership had been very fluid in the last 2 years and needed clear direction.
- It was an important role and regular attendance was needed with, whenever possible, a full complement around the table.
- Timing of meetings from 6pm to 5pm might be difficult for some members.

It was agreed that an optimum time for the meetings needed to be agreed and with **SW** and **LA**'s help, he would contact tonight's absentees to see what they want going forwards.

BD had researched and suggested that, at least for the current year, there is a need for Sub committees. They will enable areas including Finance, HR, Data, Curriculum etc. to be explored in greater detail allowing the LGB meetings to consider recommendations and focus on the strategic issue. It does not however take and responsibilities away from the LGB. Members' views were sought.

There was some concern about dates and getting people at meetings but no problem if dates and attendance can be agreed.

LT

**BD/LA/
SW**

There was a consensus view that this was the best way forward and if we are to undertake the role effectively governors will need to be available and accept this role and level of commitment.

The two Sub committees were agreed as Resources (covering Finance, HR, Health & Safety and Premises) and Curriculum, Standards & Outcomes. Terms of reference need to be drawn up.

Again, governors agreed with this approach and there was a view that a focus on standards would be beneficial.

Acknowledging and taking into account the skills and experiences of those members on the previous Sub Committees **SW** was asked to chair the Resources Committee. **SW** agreed. **BD** asked **RH** to chair the Standards Sub Committee and **RH** agreed. These appointments were approved by the LGB. The dates for the first Sub Committee meetings would be fixed by the Chairs as soon as Terms of Reference documents had been agreed and circulated to Chairs.

BD to produce and circulate Terms of Reference for the two Sub Committees and the first meetings to be scheduled.

**BD/SW/
RH**

Membership of the sub committees was agreed as follows:-

Curriculum, Standards & Outcomes Sub Committee - Chair: Rick Hanson and Members: Cara Gunson; Simona Bucur; Paul Grange; Katy Morrow; Lee Abbott & Bob Dool.

Resources Sub Committee - Chair: Stephen Walker and Members: Ben Connor; Marcel Roman; Sarah Dadds; Lee Abbott; Bob Dool.

The proposed dates and time for the next 3 full LGB Meetings were agreed.
LT to revise the Meetings Year Planner document and make available to all members.

LT

The management of Link areas and governor responsibility for overseeing these was discussed. Specifically, issues around governors having sufficient capacity and time for the visits and how often should they take place was considered. Governors agreed that termly visits were appropriate and the template for recording visits was fit for purpose. Meeting with the responsible person within the Development Plan and visiting governors having an objective view was also considered an important part of the process. There was a concern over the range of link areas and the ability of governors to manage this workload. It was also reported that few visits had been completed this academic year.

Governors agreed that the link areas should remain in place for the present time with a process of prioritisation introduced. It was agreed to arrange visits for the first half of next term with reports to LGB in the second half of the term and a review of the process by the end of the Spring term.

LA/BD will prioritise link areas, all governors will be advised and direct contact will be made by each Governor with the relevant staff member.

LA/BD

Governor involvement in other events and areas was also discussed and the way in which we might be advised of events and how we should get involved was considered. In this regard, parental engagement in events was highlighted and it was reported that there is a notice board in the playground but most parents will

<p>not come because they do not understand what it is about. The parent governor had discussed this with a group of Romanian parents but they did not understand what the event was for. This was one of the reasons for introducing Parent Ambassadors. The school also produces a summary calendar and schedule of events every term for the following term. This can be shared with governors through email but was all on the school website and in Newsletters.</p> <p>Newsletters have been sent to governors and will continue to be sent in the future. LA will, in future, highlight to governors, in these meetings, any events at the start of every term.</p> <p>A “Governor thank you to staff” was also considered and BD agreed, if a suitable date could be provided, he would be pleased to attend. CG to provide suitable dates and work on this with Governors. CG agreed.</p> <p>The Training and Development Skills Audit document was considered and it was noted that there are some governors who have not completed the audit document. LT to check where the gaps are and provide info to SW who will then follow up as necessary by identifying gaps and training needs and report back to the LGB.</p> <p>Governors agreed that by implementing these changes, it would provide a clearer structure and method of working.</p>	<p>SP/LA</p> <p>BD/CG</p> <p>LT/BD/S W</p>
<p>5. GLM Quality Mark</p>	
<p>RH introduced the Action Plan circulated with the Agenda and explained that it is intended to show the key evidence that is required to gain the GLM Quality Mark. He advised that there are some substantial pieces of evidence required but much can be evidenced by the day to day running of the school and is linked to the School SEF and Development plan.</p> <p>It was acknowledged that there is some repetition of what has already been discussed at Item 4 i.e. Governor involvement in questioning; Completion of skills audits and training logs; Making sure that visits are happening and reflecting on whether or not Governors are asking the right questions.</p> <p>RH would like the Board to start looking at the key strands of the Action Plan and consider how this fits with the Academy Development Plan. Would then start to think strategically.</p> <p>Governors considered this to be a valid approach and believed this was a good tool which highlights the criteria and would demonstrate through evidence a robust approach to governance. It will however require time to satisfy the criteria but there was a lot that had already been done and therefore potential to achieve the mark and in doing so, create confidence.</p> <p>It was agreed that if the right things were being done and the school was functioning well, this would produce evidence, rather than generating additional evidence.</p> <p>Achieving the Mark would demonstrate some recognition of our operation as an excellent governing body. However, for the next two terms it was suggested and agreed that we simply use the Action Plan as a handrail with RH keeping an audit eye on progress.</p> <p>Governor Question: Exactly how would we use it?</p> <p>RH referred to GLM strand 4A3 and using Numeracy as an example, Governors should be asking How are you assessing progress and how do you know they are progressing? The assessment method is questioned and it bullet-points areas that</p>	

<p>need to be included in conversations. It was suggested that we need to be responsive to the evidence and it was agreed that standardised questions would not work.</p> <p>It was agreed that the Action Plan should be stored centrally and RH will check evidence. LA will store all in google drive so it is available for audit.</p> <p>BD circulated Ofsted Preparation Plan for Governors which gives example questions. It was agreed that the next step would be to look at the link governor documentation.</p> <p>RH will illustrate to governors how this might be used to governors and he agreed.</p>	<p>RH/LA</p> <p>RH</p>
<p>6. Headteacher's Report & RAISEonline</p>	
<p>LA advised that he had changed the format of his report and set it out based on the School Development Plan so that it was a report on how we are progressing against this Plan and the Ofsted plan, however things do move on quickly.</p> <p>The paper had been circulated to governors in good time to enable them to read, digest and understand the issues and data.</p> <p>The questions submitted prior to the meeting were dealt with first, as follows:-</p> <p><u>Outcome for learners</u></p> <p>Governor Question: Can we do some benchmarking using RAISEonline looking at the ratio of qualified to non-qualified Teachers and benchmark against "Good" schools?</p> <p>LA confirmed RAISEonline only looks at outcomes for pupils. Previously, a separate benchmarking tool existed and confirmed that the performance indicator section was where it was featured. Comparisons between schools whilst helpful can, in terms of being sure you are accurately comparing like with like, be difficult owing to different cost centres being used by different schools.</p> <p>Governor Question: How can we do benchmarking around how our staffing levels impacts on our outcomes then?</p> <p>It was confirmed that performance tables will be updated and released in December and this could start the process of comparative data but again being sure you are using valid comparators is a challenge other factors such as Ofsted ratings would also be relevant factors.</p> <p>Governor Question: What can we do to judge us against others nationally, looking at good outcomes and looking at level of staffing etc.?</p> <p>LA – Agreed to investigate.</p> <p>Governor Question: With regard to academic targets, what is the moderation process? How are you making sure that the targets are reasonable?</p> <p>LA confirmed that there are regular discussions and returns about how we are moving forward. Targets are set for end of year and remain in place. Phase Leader and teacher have conversations about where they are on target and then LA meets with Phase leader. It is understood by all involved that there is regular dialogue. Last year was difficult as we were not meeting attainment targets and LA was</p>	<p>LA</p>

uncomfortable about setting targets below national level but this results in the targets being unrealistic. This year they are more robust.

Governor Question: Have we gone for national level or above?

LA stated that in some areas our target is 50% which is below floor but achieving 65% is not possible at this point. Whilst this is uncomfortable it must be recognised that we are still making good progress and there is a separate progress floor which we were comfortably above. At end of term there will be a prediction of where the class will be at end of year. Everyone is confident about what they are aiming for this year.

Leadership & management

Governor Question: Given the range and depth of CPD, what succession planning is in place?

LA described **graduates** in place on STA programmes therefore recruitment is infrequent. A strong leadership team is in place which is working well and benefits from recent appointments. Advertising now and will see whether any interesting applicants come forward. Development of NQT's and overseeing recruitment are good news stories but need to remaining cautious.

Governor Question: How could we get feedback from staff?

LA **suggested** that the Resources Sub Committee could invite a mentor/representative to a meeting to report on how well they are progressing. This was agreed.

LA to invite Mentor/Representative to Resources Sub Committee meeting.

LA

Curriculum and Assessment

Governor Question: What are the highlights?

LA confirmed that the immersive curriculum and Philosophy (P4C) were brought in this year.

Governor Question: Assessment cycles – is there a good sharing between staff?

CG & CW described how they share moderation. Half termly moderations and gap analysis used more to inform the planning. Train the teachers on how they use this.

Quality of teaching

Governor Question: How many teachers are assessed as “requires improvement” for QoT?

LA – A quality teacher fixes everything for the child. Page 5 of HT Report shows the results of a review of the quality of teaching across the school. E.g. Summer term gradually improving to good. Louisa has gone back into class to cover.

Governor Question: What are you doing to continue improvement when lead practitioner goes back in class?

LA - Carrie has been released and will work on developing teaching. Local Teaching School Alliance bespoke package of intensive CPD also available to teachers. Louisa will still have strategic overview and make sure it is having the right impact. Teachers are being supported to improve the quality of their teaching.

Governor Question: How do we assess and improve the rate of change that is needed?

LA – Need to review how we confidently assess how we generate an outcome typically. Usually find that what is seen in class and books can be stronger than the data. Therefore, might be making progress but attainment is lower. Judged primarily on attainment.

Governor Question: Are we judging staff on attainment not progress?

LA - Appraisal looks at both.

Governor Question: Need to look at progress. Need to review typicality of level of teaching.

LA - Difficult to illustrate progress. Nervous about saying quality of teaching is good when attainment would suggest not and supported in that by Ofsted. Progress wasn't at zero and was better than almost all schools in trust. RSC judge schools on attainment so need to be cautious. Teachers are good but RSC would judge as not good because attainment is not good.

Governor Question: Is there anything you can ask teachers to do to evidence progress?

LA commented appraisals are looking at progress hence teachers getting pay reviews.

Governor Question: With quality of teaching being paramount, how do we get the two areas closer together?

LA - Will be higher this year. Been more careful about the quality of the data we are getting and using. We can all agree how important the quality of teaching is, however, attainment is important to parents so it is our job to get as many to that level of teaching which is good and above as soon as possible.

Governor Question: PiXL identifies very specific gaps why not use more booster teaching? Why not do right through the school?

LA - Useful in year 6 but does not have the same usefulness for earlier years. Year 6 have an additional teacher to boost additional gaps. This principle is echoed in year 5 and 6. Graduate interns are involved in this. Looking to appoint into year 5 and following a recruitment process, shortlisted 3 but rejected the 2 who attended for interview. Advertising again and hoping to use staff that we have already. The school has been proactive in the deployment of booster teaching. Joy Parks from ALT observed practice today. Gaps are identified and Donna is asked to re-teach. Phonics – same principle is used to fill in the gaps. Better at it this year. Need to find this other person for year 5.

Personal development

Attendance

LA reported on satisfactory data on attendance and pupil premium attendance being better. Pupils attend more frequently than the national figure with rapid improvement to 2.5% in the year. Culture in the school is clear as is the importance given to getting children into school to learn.

CG – Described an example where a child's attendance was generally really good but had been late on a number of occasions. **CG** spoke to her and the child spoke to the person bringing her in to school and this worked. It is this individual approach and understanding that is so important.

LA confirmed that a chunk of attendance money has been allocated to Breakfast club also but recognised that it is actually the parents at this stage who have the influence.

Safeguarding

BD - Advised LA that a full section on Safeguarding is needed in future with SEN data further down in context.

LA will do this in future.

Behaviour management

LA reported that the lunchtime experience has been improved and 50% reduction in issuing of reds. Largely attributed to making the experience better because we introduced flexible end to lunchtime. Pupils start to come in 5 mins before end. It was confirmed that lunchtime is now much calmer and better staffed.

Alternative provisions

LA highlighted that fixed term exclusions have fallen and was pleased with what had been achieved using The Bubble. Academic improvement has not been significant but socially there has been significant improvement.

BC - Took 6 pupils to Pets at Home and they were very well behaved.

SP – There has been a positive impact on the office too.

CG - There is a good link between The Bubble and class. When a Pupil knows they have that it really helps them.

Parental engagement

BC - Acknowledged the benefits of Parent Ambassadors scheme and the fact that it has produced a Parent Governor.

Early years provision

Governor Question: Why do children go elsewhere and not naturally progress to Hillside?

LA - The majority are moving for socioeconomic reasons not choice. We are investing in settling children and this needs to appear in the data but can't. The majority do come from nursery and almost a class comes from elsewhere.

BD commented that Early years looks like a good story.

LA - Recently because of link that trust had facilitated through visit, Early years' visited another school to learn more.

School context

Governor Question: Mobility is clearly an issue. What can we do to mitigate the impact on children?

LA – The school being at full capacity would be a strategy but due to families following jobs this is not possible. There is temporary housing in the area. As an example, 3 pupils left last week and the reason given was that Mum didn't settle in the community. Unfortunately the school has difficulty influencing these situations. The school will improve its community relationships but this is a longer term objective. What we can do is ensure that we have the best possible admissions process. A separate admissions class for basic assessment and programmes of support to gradually introduce them to classmates and teachers will be established. This is similar to a Dutch system of teaching how the system works first and then introducing pupils to their class. This problem is not seen elsewhere locally.

CW - Pointed out that schools elsewhere are full and placements are made because we are not full.

LA has asked the Trust to identify where there are other similar schools and as a result will be visiting a school in Dover.

BD – Would expect the same issues in Lincolnshire.

LA

<p>LA - Said the same to Jenny but she has now left the Trust. London's mobility is different because of money available.</p> <p><u>Pupil premium</u> BD - This needs to be a key item for one of the Sub Committees and it was agreed that it should be Standards & Outcomes with LA agreeing to directly report on Pupil Premium.</p> <p><u>Personnel</u> Governor Question: Concern over workloads can be seen. Given the desire of the SLT to keep some classroom contact what else can be done to reduce their workload to allow more time on improving teaching and education outcomes? LA – The Trust are keen on getting an additional member of the Senior Leadership Team and I am talking to them about what role that person would have. It is recognised that we need someone for modelling teachers but that is not a whole SLT role. BD – Have the Trust suggested external review? LA – We had one in February. Priorities were given and Joy and David are coming in to find out more about the school. We need a good idea of the issues so that we can robustly respond to them.</p> <p><u>Staff absence</u> BD didn't understand the graph provided and asked if there are other ways of illustrating the absences with comparisons to earlier periods. It was noted that this presentation had been asked for by governors.</p> <p>BD – Asked if anything else needs adding or changing to content or style of Headteacher’s Report. Governors were satisfied with the style of the report and its relationship to the School Development Plan.</p>	<p>LA/LT</p>
<p>7. SEF/ SDP</p>	
<p>BD advised that this needs to be on the next full LGB agenda and Sub Committee agenda.</p>	<p>LT</p>
<p>8. Committee Meetings, Link Governors & Visits</p>	
<p>Governor Visit Reports had been made available with the Agenda and Members were satisfied with the reports.</p>	
<p>9. ALT Business</p>	
<p>The Public sector equality statement was discussed and it was noted that this was the 1st set of data produced. Governor Question: - Any areas that have caused concern? LA advised that there were not and the Trust had been satisfied with the report. There were no real variances from the Trust statement.</p>	

<p>LA had considered the diversity issue and proactively recruiting but concluded they don't seem to get relevant applicants generally, that this could apply to.</p>	
<p>10. Policies for approval</p>	
<p>Anti-Bullying Policy Reviewed and no major changes to earlier documentation.</p> <p>LA reported that one member of staff had been trained to become a Trainer with this and the School Safe policy. There had been some criticism for using a member of support staff for this rather than a teacher but LA had full confidence in the staff member so this was accepted.</p> <p>Safeguarding There had been a new 'Keeping children safe Policy' so some tweaks were needed. The major change was the requirement to check that the document had been read and understood, not just read. All staff now have to complete a questionnaire to prove understanding.</p> <p>All Members agreed that both policies were satisfactory to adopt.</p>	
<p>11. Any Other Business</p>	
<p>BD advised that Budget should be on the agenda and he had asked SP to provide some details which were circulated. Members were given assurance that the budget was in a positive state. This item will be on next full LGB agenda and Sub Committee agenda.</p>	<p>LT</p>
<p>12. Dates for LGB 2016/17</p>	
<p>The proposed dates and time for the next 3 full LGB Meetings were agreed.</p> <p>BD advised that LT would also be clerking for the Sub Committee meetings. The following procedure would be followed for all meetings: Draft agenda provided 18 days before meeting; agenda finalised 14 days before meeting; all papers to LT 10 days before meeting and Papers out to Members 7 days before meeting. A schedule translating the above approach into dates will be produced.</p> <p>The meeting closed at 7.45 pm.</p>	<p>BD</p>

